



ENG 021: English Composition

Term: 2020 Winter Session

Instructor: Staff

Language of Instruction: English

Classroom: TBA

Office Hours: TBA

Class Sessions Per Week: 6

Total Weeks: 4

Total Class Sessions: 25

Class Session Length (minutes): 145

Credit Hours: 4

Course Description:

This course provides students with guidelines and suggestions for writing in different genres, including the process of composing an essay, detailed introductions to papers in different genres, how to search for information, and the proper format that should be followed in writing. Articles used in this course covered a wide range, including family relationships, language, education, business and work, sports, race and culture, gender, environment, media and society, history and politics, ethics and so on, providing students the chance to have a deeper look at the issues that are currently existed in the society.

Learning Objectives

The objectives of the course will be achieved by means of finishing required readings, listening to lectures, participating in the in-class discussions, and finishing assigned homework.

By taking this course, the students are supposed to acquire 1) the ability to read actively for understanding, 2) a basic understanding of how to compose papers of different genres, 3) the ability to develop their idea in a more organized way, and 4) the ability to think critically about certain topics and compose essays that fits the assignment, purpose, and audience.

Course Materials:

1. **Required Text:**

Patterns for College Writing: A Rhetorical Reader and Guide

Laurie G. Krizner and Stephen R. Mandell, 13th Edition

2. **Recommended Text:**

***The Norton Field Guide to Writing***

Richard Bullock, 4th Edition

3. Other materials:

Students will be provided with supplemented reading material selected by the instructor. During the lecture, in-class handouts and PowerPoint slides will also be provided by the instructor.

Course Format and Requirements:**Attendance:**

Your attendance is mandatory. You will be required to sign in at the beginning of each class session. More than three unexcused absences will result in an automatic reduction in your participation grade, for instance from A- to B+. Your active participation in the class is expected and constitutes part of your grade.

Class Activities:

All students are strongly encouraged to participate in class activities, which will include mini-writing tasks (as in quizzes), reading and analysis of texts, drafting and editing work, class discussion and peer and instructor feedback. This component is of paramount importance for it helps you develop a clearer sense of writing as a process, in which a variety of factors are involved. It is expected that through active participation in these activities, you will learn to write more effectively and engagingly.

Grading Scale:**A+: 98%-100%****A: 93%-97%****A-: 90%-92%****B+: 88%-89%****B: 83%-87%****B-: 80%-82%****C+: 78%-79%****C: 73%-77%****C-: 70%-72%****D+: 68%-69%****D: 63%-67%****D-: 60%-62%****F: Below 60%**

**Course Assignments:****Attendance: 10%**

Students are required to be presented at all class sessions. Notifications about absence reasons to the instructor should be done in advance if students are not able to attend classes. Active participation in all classroom activities is also very important for students to achieve success in this course.

Quizzes: 15%

There will be 5 quizzes during the entire course. Students will be informed the time and the content of the quizzes. The grades of the quizzes consist of 15% of students' final score, and each quiz consists of 3%.

Homework: 15%

Students would be assigned homework each week, the forms of which include question sets, reading responses and so on. For question sets, students are encouraged to work with their classmates to combine ideas from different individuals, improve the accuracy of the answer, and enhance the learning efficiency. Though encouraged to work in groups, each student is supposed to hand in his/her work individually. No late work will be accepted, and for each late work there will be 10 points (100 points in total) taken off.

Short Papers: 60%

There will be 3 papers assigned to the students, the genres and topics of which will be chosen by the instructor later. Students are supposed to discuss about the topic following the instructions provided in the textbook and supplement reading materials. Guidelines and rubrics for the paper will be handed to the students. Students should present their ability of critical thinking and their applications of the writing techniques mentioned in the course as well as their language accuracy. Students will be given chance to writing 1 draft before handing in the final version of their paper. The two drafts will not be graded, but peer reviews and suggestions from the instructors will be provided in order to help students to make revisions.

Course Assessment:

Attendance	10%
Quizzes	15%
Homework Assignment	15%
Paper 1	20%
Paper 2	20%
Paper 3	20%
Total	100%

Course Schedule:

Week	Topics	Assignments
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Week One (Class 1-6)	<ul style="list-style-type: none">• Introduction to the course: Reading to Write<ul style="list-style-type: none">- Understanding Critical Reading• Invention<ul style="list-style-type: none">- Understanding your assignment- Setting limits- Moving from subject to topic- Finding something to say- Grouping ideas- Understanding thesis and support- Developing a thesis• Arrangement<ul style="list-style-type: none">- Recognizing a pattern- Understanding the parts of the essay- Constructing a formal outline• Drafting and revising<ul style="list-style-type: none">- Writing your first draft- Revising your essay- Points for special attention• Editing and Proofreading<ul style="list-style-type: none">- Editing for grammar- Editing for punctuation- Editing for sentence style and word choice- Proofreading your essay- Checking your paper's format• Narration<ul style="list-style-type: none">- Planning a narrative essay<ul style="list-style-type: none">• Developing a thesis statement• Including enough detail• Varying sentence structure• Maintaining clear narrative order- Structuring a narrative essay- Revising a narrative essay- Editing a narrative essay	<ul style="list-style-type: none">• Quiz 1• Homework Assignment 1• Quiz 2
Week Two (Class 7-12)	<ul style="list-style-type: none">• Description<ul style="list-style-type: none">- Using description<ul style="list-style-type: none">• Understanding objective/subjective description• Using objective and subjective language	<ul style="list-style-type: none">• Quiz 3• Homework Assignment 2• Paper 1



	<ul style="list-style-type: none">• Selecting details- Planning a descriptive essay<ul style="list-style-type: none">• Developing a thesis statement• Organizing details• Using transitions- Structuring a descriptive essay- Revising a descriptive essay- Editing a descriptive essay• Exemplification<ul style="list-style-type: none">- Using exemplification<ul style="list-style-type: none">• Using examples to explain and clarify• Using examples to add interest• Using examples to persuade- Planning an exemplification essay<ul style="list-style-type: none">• Developing a thesis statement• Providing enough examples• Choosing a fair range of examples• Using transitions- Structuring an exemplification essay- Revising an exemplification essay- Editing an exemplification essay• Process<ul style="list-style-type: none">- Using process- Planning a process essay<ul style="list-style-type: none">• Accommodating your audience• Developing a thesis statement• Using transitions- Structuring a process essay- Revising a process essay- Editing a process essay• Cause and Effect<ul style="list-style-type: none">- Using cause and effect<ul style="list-style-type: none">• Understand main and contributory causes• Understand immediate and remote causes• Understanding casual chains• Avoiding post hoc reasoning- Planning a cause-and-effect essay<ul style="list-style-type: none">• Developing a thesis statement	
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<p>Week Three (Class 13-18)</p>	<ul style="list-style-type: none"> • Comparison and Contrast <ul style="list-style-type: none"> - Using comparison and contrast - Planning a comparison-and-contrast essay <ul style="list-style-type: none"> • Recognizing comparison-and-contrast assignments • Establishing a basis for comparison • Selecting points for discussion • Developing a Thesis statement - Structuring a comparison-and-contrast essay <ul style="list-style-type: none"> • Using subject-by-subject comparison • Using point-by-point comparison • Using transitions - Revising a comparison-and-contrast essay - Editing a comparison-and-contrast essay • Classification and Division <ul style="list-style-type: none"> - What is classification and division? <ul style="list-style-type: none"> • Understanding classification • Understanding division - Using classification and division - Planning a classification-and-division essay <ul style="list-style-type: none"> • Selecting and arranging categories • Developing a thesis statement • Using transitions - Structuring a classification-and-division essay - Revising a classification-and-division essay - Editing a classification-and-division essay • Definition <ul style="list-style-type: none"> - What is definition? <ul style="list-style-type: none"> • Understanding formal definitions • Understand extended definitions 	<ul style="list-style-type: none"> • Quiz 4 • Homework Assignment 3 • Paper 2



	<ul style="list-style-type: none"> - Using definition - Planning a definition essay <ul style="list-style-type: none"> • Developing a thesis statement • Deciding on a pattern of development • Phrasing your definition - Structuring a definition essay - Revising a definition essay - Editing a definition essay • Argumentation <ul style="list-style-type: none"> - Understanding argumentation and persuasion - Planning an argumentative essay <ul style="list-style-type: none"> • Choosing a topic • Developing a thesis • Analyzing your audience • Gathering and documenting evidence • Dealing with the opposition • Understanding Rogerian argument 	
<p>Week Four (Class 19-25)</p>	<ul style="list-style-type: none"> • Argumentation <ul style="list-style-type: none"> - Using deductive and inductive arguments <ul style="list-style-type: none"> • Using deductive arguments • Using inductive arguments • Using Toulmin logic • Recognizing fallacies • Using transitions - Structuring an argumentative essay - Revising an argumentative essay - Editing an argumentative essay • Combining the Patterns • Finding and Evaluating Sources <ul style="list-style-type: none"> - Finding information in the library <ul style="list-style-type: none"> • The online catalog • Electronic databases • Reference works • Sources for facts and statistics - Finding information on the Internet <ul style="list-style-type: none"> • Entering a website’s URL • Doing a keyword search • Doing a subject search 	<ul style="list-style-type: none"> • Quiz 5 • Homework Assignment 4 • Paper 3



	<ul style="list-style-type: none"> - Evaluating sources <ul style="list-style-type: none"> • Authoritativeness • Accuracy • Objectiveness • Comprehensiveness • Integrating Sources and Avoiding Plagiarism <ul style="list-style-type: none"> - Paraphrasing - Summarizing - Quoting - Integrating source material into your writing - Synthesizing - Avoiding plagiarism <ul style="list-style-type: none"> • Avoiding common errors that lead to plagiarism • Avoiding plagiarism with online sources • Documenting Sources: MLA <ul style="list-style-type: none"> - Parenthetical references in the text <ul style="list-style-type: none"> • Citing a work by two authors • Citing a work without a listed author • Citing an indirect source • Siding at electronics source - Quotations <ul style="list-style-type: none"> • Short quotations • Long quotations - The works-cited list <ul style="list-style-type: none"> • Articles • Books • Internet sources • Other Internet sources • Other nonprint sources 	
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Academic Integrity:

Students are encouraged to study together, and to discuss lecture topics with one another, but all other work should be completed independently.

Students are expected to adhere to the standards of academic honesty and integrity that are described in the Shanghai Normal University’s *Academic Conduct Code*. Any work suspected of violating the standards of the *Academic Conduct Code* will be reported to the Dean’s Office.

Penalties for violating the *Academic Conduct Code* may include dismissal from the program. All



students have an individual responsibility to know and understand the provisions of the *Academic Conduct Code*.

Special Needs or Assistance:

Please contact the Administrative Office immediately if you have a learning disability, a medical issue, or any other type of problem that prevents professors from seeing you have learned the course material. Our goal is to help you learn, not to penalize you for issues which mask your learning.